Developments in Literacy
Step II English Curriculum Guidelines

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English Literacy Goals for Step II:

Introduction

Word Recognition/Decoding:

Once students learn the prerequisite English skills focused on in the Step I curriculum (phonemic awareness and letter-sound correspondence) they can begin to develop their skills in decoding (blending individual letter-sound correspondences to read whole words). The ability to associate consonant and vowel sounds with appropriate letters is fundamental to effective decoding and is critical for developing successful readers.

It is important to schedule the introduction of words carefully at this level, starting with words that use commonly seen letters, include only short vowel sounds. At the beginning of the year be careful not to introduce words with phonemes that are easily confused or are difficult for the students to differentiate. As the year progresses more challenging phonemes are introduced once the students have demonstrated mastery of the more fundamental skills. Towards the end of the year more writing and reading are included to reinforce the connection between letter-sound recognition and the alphabet in print (including using both upper and lower case letters).

Eventually, the students should begin actively reading and writing. While the amount of written work they can produce will be limited, it is important to begin the process of writing to provide the foundation for what is to come. The students should become familiar with reading and writing simple English words and phrases. The teacher should emphasize these elements throughout the year.

Expected Outcomes

Age 6 objectives are as follows:

Reading

- Continue phonics work; count syllables in words, identify letter sounds in words, blend letter sounds to make words
- Sound out short words
- Apply reading strategies to unfamiliar words when reading
- Recognize commonly used words
- Read simple stories– silently and aloud
- Predict what will happen in stories and later discuss whether prediction was right
- Discuss who, what, when, where, how, why, and what-if questions about readings
- Read and understand simple two step instructions
- Retell or act out the order of important events in stories, including;
    - Retell stories from memory

- Recall and/or act out the sequence of events in an oral reading selection (beginning, middle, and end)
- Identify the broad or main idea (the gist) and supports response with multiple, accurate details from the text.
- Identify or act out the proper sequence of events and how the events affect the main meaning of the text (this can include "what if…" questions and how these alter the text)

Literature

- Read and listen to poems
- Read and listen to stories
- Differentiate between fiction and nonfiction
- Learn some basic literary terms (character, hero, and heroine)
- Take part in a class play
- Identify characters, setting, and main idea of a story
- Practice telling and writing their own stories

Other Language Arts

- Spell words dictated by teacher
- Correctly spell short words
- Learn simple spelling rules reflected in phonics
- Capitalize the first word of a sentence, names of people, and pronoun "I"
- Use periods, questions marks, and exclamation points at ends of sentences
- Make words plural by adding s
- Read one syllable and common words by sight such as "the", "I", "is"
- Use writing (which can include letters, pictures, and words) to express own meaning
- Write some simple CVC words spelled correctly and longer words phonetically (as they sound)
- Identify the eight basic colors and reads the corresponding color words
- Understand and follow one and two step spoken directions
- Communicate orally using basic greetings
- Improve vocabulary

Guided Reading

Early Emergent readers are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of commonly used words. Reading at this level should begin to focus on fluency and comprehension. Critical to achieving this is the understanding and mastery of commonly used words in English.

Commonly Used Words

There are roughly 100 commonly used words in written and oral English. These words are often the most difficult for early learners to master as many do not follow the rules of phonics or have easily understood definitions. These words are essential to reading and must be mastered by the students.

If students are to read quickly and fluently, they must have these commonly used words memorized to sight; otherwise, trying to sound out the words will take up much time and effort, frustrating the reader and blocking easy comprehension. Students need to read and write commonly used words as often as possible. The teacher should keep a poster with a list of commonly used words on the wall of the classroom allowing for easy reference. This list can be added to as new commonly used words are introduced. Each new short story book that is introduced to the students will contain several commonly used words.

A supplemental short story book lesson plan will be provided with each book that gives instructions for how these books should be taught.

Weekly Planner with Lessons, Activities and Materials:

This weekly calendar is meant to assist teachers in planning their English lessons. The first two weeks are used for basic assessment of the students (identifying leaders within the group, high-achieving students, and students needing extra help). This information will be used in grouping the students for Learning Centers (see Step I curriculum for more information on Learning Centers). This is also important for knowing what types of lessons and activities will be most appropriate to your particular group of children. This period is a critical time for establishing classroom management procedures to be used throughout the year.

The third week focuses on reviewing the oral language components of the Step I curriculum. This will be a time to review vocabulary, basic greetings and commands. The aim is to begin to create a culture in your classroom that welcomes English language usage. Encourage the students to speak English whenever possible.

Two new letters will be focused on each week for the first half of the year. It is important to establish a routine that the students will understand. Therefore, Monday and Wednesday will follow the same structure, introducing a new letter using the small alphabet books and corresponding audio. Tuesday will focus on creating words through blending sounds. This is a critical skill for the students to master to enable them to become fluent English readers and speakers. Thursday focuses on reading activities, using stories, poems, nursery rhymes and later the series of short story books. Encourage the students to explore the stories through questions, drawings, acting out, etc. This is also the best time to introduce and review commonly used words as they appear in the readings. The aim is to begin to introduce reading fluency by showing how reading is

fun. Friday/Saturday incorporates the use of Learning Centers.

The second half of the year focuses on introducing other sounds that occur in English that are made when combining letters with vowels. These are more difficult phonics for the students to learn so continual practice and review is important. The new phonics will be introduced on Monday and Wednesday. The focus on Tuesday will be on improving English oral language skills. There is a bank of useful expressions and vocabulary lists in the Appendix to be used as an aid for these classes. Introduce new topics when they students demonstrate full mastery of the previous lesson. Try to encourage the use of oral English on other days of the week as well. Thursday continues to focus on reading activities and Friday/Saturday continues the use of Learning Centers.

Remember to use the students' native language to help explain concepts or give examples of the lessons that the students may be having difficulty with.

Activities will include the blending of letter sounds to create short words. It is important that students understand that combining sounds creates words. By the end of the year, students should understand that ***letters have sounds that when combined together create complete words.***

At the end of the year one week will focus only on Reading Practice and the next on Writing Practice. This time offers the children the opportunity to use what they have learned over the year all at once. This is also a time to excite the students of what's to come as they continue their English studies.

The Appendix includes lists of English Oral Language Expressions and English Vocabulary Groups. These will be helpful during the second half of the school year.

This guide provides the basic structure for teachers to follow which will allow for all of the curriculum goals to be achieved in the given year. Teachers are encouraged be creative and add their own activities or ideas to help in making the learning in their classroom even better! On some days, teachers may want to use different activities other than those specified in the guide, please feel free to be creative. You may also create your own activities, please share these games or ideas with us so that we can share with our greater community of teachers.

						This is important to gauge learning over the course of the school year. Also take note of the students who do poorly on this initial assessment to monitor as the year progresses.
2	Review: Vocabu-lary and Oral Language	Start the class by using basic English greetings such as "Hello" "How are you." "I am fine, how are you?" Make sure that all of the students are comfortable with these greetings. Add other general greetings as the students show mastery. Encourage the students to greet each other in English to practice using English in a practical way.	Begin reviewing basic vocabulary word groups the students would have learned in Class KG. Introduce animal vocabulary. Use or make a poster to show each animal while teaching its name in English. Be creative; teach the animals using song or rhyme. Encourage the students to say the word in English before teaching to test what the students already know.	Continue reviewing vocabulary. Introduce words for fruits and vegetables. Use or make a poster to show each fruit or vegetable while teaching its name in English. Be creative; teach the fruits and vegetables using song and rhyme. Encourage the students to say the word in English before teaching to test what the students already know. *Add other	Introduce command phrases in English. This will be useful for using in the class the rest of the year. Teach practical phrases like: Please sit down. Please open your book. Please take out your slate. Please be quiet. More can be found in the Appendix Teach the students what these phrases mean and that you will be using these phrases in class. It is	Learning Centers

Saturday

Write the capital letters

a c w p

e b x s i

k d f j

o y h m

r l n v

z t g u

H.Wor ← یہ کام کرنے کے لئے ٹیچرز بچوں کو English کی Four lines والی کاپی مہیا کرے گی ۔

		1 Monday	2 Tuesday	vocabulary review depending on the students progress 3 Wednesday	important that the student understand what is expected of them. 4 Thursday	5 Friday	6 Saturday
3 Week 1	Letters A & B	Introduce the Letter A Alphabet Book. Teach the students how to handle the book and explain that the book is theirs to keep and that they should be careful not to harm their books Play the Letter A audio and tell the students to follow along with their own books. Create a Letter A word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	Introduce Blending (beginning letter blends) Explain that the next step in learning to read and speak English is to blend sounds together to create words. Before each of the various ways words are formed can be taught, the students must master the way to say a word correctly. To do this, you will need to spend the first few weeks making sure that they are saying all each of the letter sounds, together smoothly saying each word. Write the letter "a" on the chalkboard, touch the letter and	Introduce the Letter B Alphabet Book. Teach the students how to handle the book and explain that the book is theirs to keep and that they should be careful not to harm their books Play the Letter B audio and tell the students to follow along with their own books. Create a Letter B word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	Read a nursery rhyme aloud to the students. This should be something the students may already know. Make sure that they all understand what is happening in the rhyme and they can all say the rhyme together. Have the students act out the rhyme together as a class or in small groups. Pick out 2-3 commonly used words in the nursery rhyme to highlight for the students. Write the words on the board and explain that these are special words that the students must	Learning Centers Work book ٹیچر بچوں کو ورڈز "un" لکھ کر بتائے اور اس کی sound بھی بتائے اور practice کروائے sound سورج کی تصویر بنائے اور بچوں سے پوچھے کیا ہے؟ اگر وہ صحیح بتائیں تو sound بول کر ان کو اسکی بتائے اور بچوں سے دوبارہ practice کروائے۔ یہ طریقہ WorkBook پر دیے گئے باقی الفاظ کے ساتھ بھی کروائیں۔	ٹیچر گائے months poem۔ مئی اور جون کے Flash cards دکھائے اور انگلش میں F.C 01 کو بورڈ پر لگائے۔ بچے گروپ میں ان کی practice کریں۔ W.B میں spelling لکھیں۔

*F.C = Flash cards.
*W.B = Work book

Saturday!

Activity — ٹیچر "Months of year" کی نظم پڑھے۔ ساتھ ہی مئی اور جون کا F.C دکھائے۔ جب بچے یہ سمجھ لیں تو انہیں نئے مہینے کا "F.C" دکھائیں (جولائی) "July" کا F.C ہوگا۔ یہ سامنے بورڈ پر لگا دیں۔ اور بچوں سے اس کے "Spelling" پڑھوائیں۔ یہاں بچوں سے پوچھیں کہ کس کی "Birth day" "July" میں آتی ہے۔ "W.B" پر بچے "July" لکھیں۔ یہ کام Home Work میں دیا جائے گا۔

Activity — بچوں کے لئے "days of week" کی نظم گائیں۔ پھر "Rainbow" کی تصویر دکھائیں۔ یہاں بچوں کو بتائیں کہ ہفتے میں 7 دن ہوتے ہیں اور "Rainbow" کے color بھی 7 ہوتے ہیں۔ ہفتے کے دنوں کے "F.C" "Rainbow" کے سامنے لگائیں۔ ساتھ ساتھ بچوں سے کہیں کہ وہ پڑھیں اور اسطرح "Spelling" کی "Practice" ہوجائے گی۔ W. Book پر یہ کام کروائیں۔

Home Work! — Work book پر بچے "July" لکھ کر لائیں

Week: 2

		Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5
			as a class say the sound it makes. Next to it write an "t" and together make its sound. ("at") Begin to add one letter to the beginning of "at": b…at m…at r…at s…at p…at f…at Make sure that the flow is natural and that each sound is being said. Call on students individually to confirm.		practice and memorize. Start a poster for commonly used words and add these words to the poster.	
4	Letters C & D	Introduce the Letter C Alphabet Book. Teach the students how to handle the book and explain that the book is theirs to keep and that they should be careful not to harm their books Play the Letter C	Teach a new two letter blend: "a" and "m" ("am") Using the same steps as "am", make sure that the students understand that the letters combine to make a word.	Introduce the Letter D Alphabet Book. Play the Letter D audio and tell the students to follow along with their own books. Create a Letter C word wall and include all of the	Read a nursery rhyme aloud to the students. This should be something the students may already know. Make sure that they all understand what is happening in the rhyme and they can	Learning Centers + W.B. [illegible]

W.B = Work book.
H.W = Home Work
[illegible] card

Saturday!

Activity 1

بچوں سے کہیں کہ وہ "Months" کی Poem مل کر پڑھیں - جب یہ کام ہو جائے تو پھر انھیں January سے July تک بنائے ہیں دکھا جو Flashcards یاد ہو اور پر لگے ہوئے ہیں ان پر stick دکھا کر پوچھے یہ کیا ہے - اس کے بعد اب Teacher بچوں کو "August" کا Flashcard دکھائے - بورڈ پر بھی لکھے اور بچوں سے پڑھوائے بھی -

Activity 2

ٹیچر action کر کے in ، happy ، up ، day اور big کا بتائے یا ان کی تصاویر بتائے - اس کے بعد یہ الفاظ بورڈ پر لکھے اور خود ان کی تصاویر draw کرے - اب بچوں سے پوچھے کہ اس کے opposite بتائیں اگر opposite بچوں کو نہیں پتہ تو پہلے اس کے بارے میں بتائے مثال کے طور پر day اور night - یہ کام ورک بک پر بچوں سے لکھوائے اور ساتھ ان کے opposite کے "Spelling" بھی پڑھوائے تاکہ practice ہو جائے -

Home Work!

Activity 1، "August" کو ورک بک پر لکھیں گے -

Activity 2، بچوں کو مختلف چیزیں جو "Workbook" پر بنی ہوئی ہیں Homework میں دیں اور ساتھ کہیں کہ ان میں ان کے مطابق colour کریں - اور ساتھ colours کے نام بھی لکھیں -

"Assessment" "A to F" -

		audio and tell the students to follow along with their own books. Create a Letter C word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	If this is completed quickly, begin to add letters to the beginning of the blend: r…am s…am d…am j…am Introduce another two letter blend: "a" and "n" ("an") Add letters to the beginning of the blend: t…an f…an p…an c…an	words that were mentioned in the book. Ask the students to try to think of others. Teach the students the difference between a word and a sentence using the Alphabet book. Explain and show that in a sentence, the first letter of the first word is always capitalized. Also show the period at the end of the sentence, which indicates that the sentence is finished.	all say the rhyme together. Have the students act out the rhyme together as a class or in small groups. Pick out 2-3 commonly used words from the nursery rhyme to highlight for the students. Add these words to the commonly used words poster. Review the previous week's words and make sure the students are all memorizing these words. بچوں سے کہیں کہ Pink رنگ کی کوئی بھی چیز لے کر آئیں اور white کی بھی۔	
		October				
Week: 3		Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5:
1	Letters E & F	Introduce the Letter E Alphabet Book. Play the Letter E audio and tell the	Continue Blending (introduce final letter blends) Explain that	Introduce the Letter F Alphabet Book. Play the Letter F audio and tell the	Introduce the first short story book, "I am Sana" to the students.	Learning Centers + بچوں کو Happy اور Sad چہرے بورڈ پر draw کر کے بتائیں۔

Week: 4

		students to follow along with their own books. Create a Letter E word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence. If they do not know, remind them of what you taught last week. + Assessment of A to F.	blending letters can be done in many different ways to create new words. Introduce a new two letter blend: "m" and "a" ("ma") Using the same steps as "am" and "at", make sure that the students understand that the letters combine to make a word. Begin to add one letter to the end of "ma": ma…t ma…n ma…p ma…k Make sure that the flow is natural and that each sound is being said.	students to follow along with their own books. Create a Letter F word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence.	Use the lesson plan to teach this book. It may take more than one class to complete each part of the lesson.	اور دونوں میں فرق سمجھائیں action کے ذریعے - جب بچے سمجھ جائیں تو spellings practice کی sound + بھی کروائیں - یہ کام workbook پر کروائیں کہ اس میں color بھی کریں -
2	Letters	Introduce the Letter G Alphabet Book.	Teach a new two letter blend:	Introduce the Letter H Alphabet Book.	Continue reading "I am Sana" and following the lesson	Learning Centers + بچوں کو Black اور silver کے

Saturday!

A! بچوں کو January سے August تک مہینوں کے نام کی practice کروائیں اور پھر September کے بارے میں Flashcard کے ذریعے بتائیں۔ ساتھ ہی September بورڈ پر لکھیں اور بچوں سے پڑھوائیں۔

Home Work، September کا لفظ Work Book پر لکھیں۔

Act! ٹیچر بچوں کو "Lion and Mouse" پڑھ کر سنائے ایک یا دو دفعہ پھر بچوں سے اسکے بارے میں مختلف سوالات پوچھے۔ جب یہ کام ہو جائیں تو پھر بچوں میں سے چند ایک سے باری باری یہ کہانی دُہرانے کا کہیں۔

Week 4.

		1 Monday	2 Tuesday	3 Wednesday	4 Thursday	5 Friday
	G & H	Play the Letter G audio and tell the students to follow along with their own books. Create a Letter G word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence.	"h" and "a" ("ha") Using the same steps as "ma", make sure that the students understand that the letters combine to make a word. If this is completed quickly, begin to add letters to the end of the blend: ha…p ha…b ha…d ha…t You may want to teach these same combinations using a different short vowel sound, such as: hi…p hi…t hi…ll hu…t hu…g Make sure the students hear the differences when	Play the Letter H audio and tell the students to follow along with their own books. Create a Letter H word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	plan provided.	، بارے میں شاباش اسکے لئے جو کارڈ silver اور Black کے بنائے ہیں دکھائے۔ بورڈ پر لکھیں اور بچوں سے پڑھوائیں۔ ٹیچر نے جو Black کے لئے night کا concept اور silver کے لئے star کا concept چارٹ پر بنایا ہے دکھائے۔ بچوں سے بار بار Black اور silver کے spelling پڑھوائیں۔ class میں W.B پر لکھیں اور black اور silver کو W.B پر گھر سے لکھ کر لائیں

* W.B = Work book.

Week :- 5

3	Letters I & J	Introduce the Letter I Alphabet Book. Play the Letter I audio and tell the students to follow along with their own books. Create a Letter I word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	Continue Blending (introduce middle letter blends) Explain that blending letters can be done in many different ways to create new words. Write the word "mat" on the board and remind the students that they already learned "mat". Review how "m" "a" and "t" blend into "mat. This may take some time, which is fine. Make sure that the students are all fully understanding before moving on. Begin to change one letter in the middle of "mat": mit met mut mot	Introduce the Letter J Alphabet Book. Play the Letter J audio and tell the students to follow along with their own books. Create a Letter J word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others.	Finish "I am Sana" using the lesson plan provided	Learning Centers

Week : 6

			This may be difficult for the students to understand. This is okay. Focus on showing the students how strong the effect of changing even one letter in a word can be. It also may help to review each of the short vowel sounds used to change each word.			
4	Letters K & L	Introduce the Letter K Alphabet Book. Play the Letter K audio and tell the students to follow along with their own books. Create a Letter K word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Teach the students that in most cases,	Write the word "tap" on the board and remind the students that they already learned "tap" last week. Review how "t" "a" and "p" blend into "tap". Begin to change one letter in the middle of "mat": tip tep tup top This may be difficult	Introduce the Letter L Alphabet Book. Play the Letter L audio and tell the students to follow along with their own books. Create a Letter L word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students how to write each	Read a nursery rhyme aloud to the students. This should be something the students may already know. Make sure that they all understand what is happening in the rhyme and they can all say the rhyme together. Ask the students "what if" questions about the nursery rhyme. Make up ideas of how things could have changed	Learning Centers

		by adding an "s" to the end of a word, the word becomes plural. Use the pictures in the Alphabet book to explain that adding an "s" to the end of "kite" makes many "kites"	for the students to understand. This is okay. Focus on showing the students how strong the effect of changing even one letter in a word can be.	word as a plural. Go through each word in the book making sure each student knows that by adding an "s" each word goes from being only one to many.	if something else had occurred. Try to encourage the students to think about the nursery rhyme in other ways. Pick out 2-3 new commonly used words and add them to the poster. Make sure each student has memorized the new words and reviewed the previous words.	
November						
1	Letters M & N	Introduce the Letter M Alphabet Book. Play the Letter M audio and tell the students to follow along with their own books. Create a Letter M word wall and include all of the words that were mentioned in the book. Ask the	Continue Reviewing Blending by creating your own blends based on your students' needs. Remember to keep the words short (3 letters only), with a vowel sound in the middle. These are called consonant-vowel-consonant (CVC) words and they are the easiest	Introduce the Letter N Alphabet Book. Play the Letter N audio and tell the students to follow along with their own books. Create a Letter N word wall and include all of the words that were mentioned in the book. Ask the	Read a story, nursery rhyme or poem aloud to the students. Be creative with the material you use based on your students' interests and the materials you have available. At the end, as a class, describe what happened in the story. Start at the beginning, asking	Learning Centers

Week: 7

Week: 8

		students to try to think of others. Ask the students how to write each word as a plural. Go through each word in the book making sure each student knows that by adding an "s" each word goes from being only one to many.	to learn. Pick CVC words that are easy and use different vowel sounds to show how changing only one letter can make a word sound very different.	students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence.	about details as well as the plot. Make sure the students can recall the events of the story. It may help to call on individual students. Pick 2-3 commonly used words to teach the students. Add these to the poster and review all listed words confirming that each student has memorized the list.	
2	Letters O & P	Introduce the Letter O Alphabet Book. Play the Letter O audio and tell the students to follow along with their own books. Create a Letter O word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to	Introduce Long Vowel Sounds. Explain that there are six special letters in the alphabet called vowels. They are important letters that make several different sounds. Explain that every word has at least one vowel letter in it. Write an "A" on the board and ask the student what sound it makes. If they have forgotten, remind	Introduce the Letter P Alphabet Book. Play the Letter P audio and tell the students to follow along with their own books. Create a Letter P word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to	Introduce the second short story book to the students. Use the lesson plan provided for this story to teach this book. It may take more than one class to complete each part of the lesson.	Learning Centers

		show which page of the Alphabet books has only words for each picture and which has a full sentence. Using the words in the Letter O book, as the students to make each word plural (by adding an s at the end). For the word "orange" add an "es" explaining that all words that end with a vowel (A, E I, O, U) need and "es" at the end, not only an "s".	them that "A" makes the "aaaa" sound. Give examples: hat, tap, mat, bat… Explain that A is a special letter called a vowel that also makes the sound "AAAA". Give examples: ate, gate, ape, tape… Have the students practice writing this new sound combination.	go through each of the words in the Letter P Book and make them plural, adding an "s" or an "es" to the end. Make sure they all know when to use an "es" and when to use only an "s".		
3	Letter Q & R	Introduce the Letter Q Alphabet Book. Play the Letter Q audio and tell the students to follow along with their own books. Create a Letter Q word wall and include all of the words that were mentioned in the	Continue Teaching Long Vowels Write an "E" on the board and ask the student what sound it makes. If they have forgotten, remind them that "E" makes the "eeee" sound. Give examples: met,	Introduce the Letter R Alphabet Book. Play the Letter R audio and tell the students to follow along with their own books. Create a Letter R word wall and include all of the words that were mentioned in the	Continue reading the second short story book following the lesson plan provided.	Learning Centers

Week: 9

Week :: 10

		book. Ask the students to try to think of others. Explain that a sentence can also end with an exclamation point. Using one of the sentences in the book, change it to using an exclamation point "This is an orange!" (Tell that this is what you use to make an exclamatory statement).	pen, bet, bed… Explain that E is a special letter called a vowel that also makes the sound "EEEE". Give examples: eat, tree, leaf, green… Have the students practice writing this new sound combination.	book. Ask the students to try to think of others. Ask the students how to write each sentence using a period and an exclamation point. Make sure that they know that both are ways to end sentences and the difference between the two.		
4	Letters S & T	Introduce the Letter S Alphabet Book. Play the Letter S audio and tell the students to follow along with their own books. Create a Letter S word wall and include all of the words that were mentioned in the book. Ask the	Continue Teaching Long Vowels Write an "I" on the board and ask the student what sound it makes. If they have forgotten, remind them that "I" makes the "iiii" sound. Give examples: hit, rip, tip, sit… Explain that I is a	Introduce the Letter T Alphabet Book. Play the Letter T audio and tell the students to follow along with their own books. Create a Letter T word wall and include all of the words that were mentioned in the book. Ask the	Finish the second short story book using the lesson plan provided.	Learning Centers

		students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence. Also make the students change some of the sentences to exclamatory using the exclamation point.	special letter called a vowel that also makes the sound "III". Give examples: ice, kite, wiper… Have the students practice writing this new sound combination.	students to try to think of others. Review with the students that in each word, each sound is a different syllable. As a class clap the syllables to each word in the Letter T Book. Afterwards, go around the class clapping the syllables to each child's name.		
December						
1	Letters U & V	Introduce the Letter U Alphabet Book. Play the Letter U audio and tell the students to follow along with their own books. Create a Letter U word wall and include all of the words that were	Continue Teaching Long Vowel Sounds Write an "O" on the board and ask the student what sound it makes. If they have forgotten, remind them that "O" makes the "oooo" sound. Give examples: hot,	Introduce the Letter V Alphabet Book. Play the Letter V audio and tell the students to follow along with their own books. Create a Letter V word wall and include all of the words that were	Introduce the third short story book to the class. Use the provided lesson plan to help in teaching the story.	Learning Centers

Week: 11

Week: 12

		mentioned in the book. Ask the students to try to think of others. Because U is not a very common letter, it may be difficult to add many words to the word wall. If you have extra time, begin reviewing some of the other letters you have already covered.	mop, top, pot… Explain that A is a special letter called a vowel that also makes the sound "OOOO". Give examples: goat, boat, rose, toe Have the students practice writing this new sound combination.	mentioned in the book. Ask the students to try to think of others. Ask the students to go through each of the words in the Letter V Book and make them plural, adding an "s" or an "es" to the end. Make sure they all know when to use an "es" and when to use only an "s".		
2	Letters W & X	Introduce the Letter W Alphabet Book. Play the Letter W audio and tell the students to follow along with their own books. Create a Letter W word wall and include all of the words that were mentioned in the book. Ask the	Continue Teaching Long Vowel Sounds Write a "U" on the board and ask the student what sound it makes. If they have forgotten, remind them that "U" makes the "uuuu" sound. Give examples: duck, nut, cup, jug… Explain that U is a	Introduce the Letter X Alphabet Book. Play the Letter X audio and tell the students to follow along with their own books. Create a Letter X word wall and include all of the words that were mentioned in the book. Ask the	Continue reading the third short story book using the lesson plan provided.	Learning Centers

Week: 13

		students to try to think of others. Ask the students to show which page of the Alphabet books has only words for each picture and which has a full sentence. Check to make sure all students know the difference between a sentence (more than one word, starts with a capital letter and ends with punctuation) and a word. Also have the students change some of the sentences to exclamatory using the exclamation point.	special letter called a vowel that also makes the sound "UUUU". Give examples: uniform, cute, music, pupil Have the students practice writing this new sound combination.	students to try to think of others. Because X is not a very common letter, it may be difficult to add many words to the word wall. If you have extra time, begin reviewing some of the other letters you have already covered.		
3	Letters Y & Z	Introduce the Letter Y Alphabet Book. Play the Letter Y audio and tell the students to follow along with their own books.	Continue Teaching Long Vowel Sounds Write a "Y" on the board and ask the student what sound it makes. If they have forgotten, remind	Introduce the Letter Z Alphabet Book. Play the Letter Z audio and tell the students to follow along with their own books.	Finish the third short story book using the lesson plan provided	Learning Centers

Week :13

		Create a Letter Y word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Because Y is not a very common letter, it may be difficult to add many words to the word wall. If you have extra time, begin reviewing some of the other letters you have already covered.	them that "Y" makes the "yyyy" sound. Give examples: yo-yo, yellow, yak, yarn Explain that Y is a special letter makes an "IIII" sound. Give examples: by, try, why… And, also makes an "EEEE" sound. Give examples: baby, dirty, funny, happy Have the students practice writing this new sound combination.	Create a Letter Z word wall and include all of the words that were mentioned in the book. Ask the students to try to think of others. Ask the students to go through each of the words in the Letter Y Book and make them plural, adding an "s" or an "es" to the end. Make sure they all know when to use an "es" and when to use only an "s".		
4	*Vacation*					
January						
1	*Vacation*					

2	Digraphs	Introduce Digraphs Explain that sounds can be made by more than just one letter of the alphabet. There are also sounds that are made using two or more letters. Even though each letter alone has its own sound, when combined a new sound is formed Introduce the sound "th". Explain that this is a very common sound used in many English words. Some of the words that use "th" are: the, this, that, then… It's okay that the students don't know what these words mean; they should focus on making the right sound. Have the students practice writing this new sound combination. This	Introduce oral language in class. Explain that the students have done very well learning many different sounds in English. Now they will begin to use English by responding to simple commands. Start with very simple commands like: "Please sit down." "Please stand up." "Please talk." "Please be quiet." Have the student actually act out each command. They should enjoy doing this. But remember to tell them to talk softly (as not to disturb other classes).	Continue with Digraphs Introduce the sound "sh". Explain that this is a very common sound used in many English words. Some of the words that use "sh" are: she, shoe, shop, wash… It's okay that the students don't know what these words mean, they should focus on making the right sound. Have the students practice writing this new sound combination. This will provide additional handwriting practice.	Introduce the fourth short story book. Use the lesson plan provided to help teach this story.	Learning Centers

		will provide additional handwriting practice.	Make sure the whole class is following along when you ask them to either sit or stand.			
3	Digraphs	Continue with Digraphs Introduce the sound "ch". Explain that this is a very common sound used in many English words. Some of the words that use "ch" are: chin, chart, rich, chew… It's okay that the students don't know what these words mean; they should focus on making the right sound. Also teach that the three letters "tch" also make the same ch sound. Some words that use "tch" include: watch, catch, and match. Have the students practice writing this	Oral Language Continue working on different commands to act out with the students or begin to teach more basic English greetings. With partners have the students introduce themselves to each other. Teach basic phrases like: "Hello. How are you? "I am fine. How are you? "Fine, thank you. What is your name?" "My name is… What is yours?" "My name is… Goodbye."	Continue with Digraphs Introduce the sound "ar". Explain that this is a very common sound used in many English words. Some of the words that use "ar" are: car, art, far, are… It's okay that the students don't know what these words mean; they should focus on making the right sound. Have the students practice writing this new sound combination. This will provide additional handwriting practice	Continue reading the fourth short story book using the lesson plan provided	Learning Centers

		new sound combination. This will provide additional handwriting practice.	Encourage the students to get comfortable speaking English to each other. Feel free to add other expressions your students will enjoy saying.			
4	Digraphs	Continue with Digraphs Introduce the sound "wh". Explain that this is a very common sound used in many English words. Some of the words that use "wh" are: who, what, when, where… It's okay that the students don't know what these words mean; they should focus on making the right sound. Have the students practice writing this new sound	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix.	Continue with Digraphs Introduce the sound "oi" or "oy". Explain that this is a very common sound used in many English words. Some of the words that use "oi" are: boy, toy, boil, joy … It's okay that the students don't know what these words mean, they should focus on making the right sound. Have the students practice writing this new sound	Finish reading the fourth short story book using the lesson plan provided.	Learning Centers

		combination. This will provide additional handwriting practice.		combination. This will provide additional handwriting practice.		
February						
1	Digraphs	Continue with Digraphs Introduce the sound "er". Explain that this is a very common sound used in many English words. Some of the words that use "er" are: brother, sister, shorter, taller… It's okay that the students don't know what these words mean; they should focus on making the right sound. Also teach that the three letters "ir" and "ur" also make the same "er" sound. Some words that use "ir" and "ur" include: bird, girl,	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix.	Continue with Digraphs Introduce the sound "kn". Explain that this is a very common sound used in many English words. Some of the words that use "kn" are: knee, knit, know, knot… It's okay that the students don't know what these words mean; they should focus on making the right sound. Have the students practice writing this new sound combination. This will provide additional	Introduce the fifth short story book. Use the lesson plan provided to help teach this story.	Learning Centers

		dirt and turn, curl, hurt. Make sure that the students know that there is a difference in spelling, but the sounds are similar. Have the students practice writing this new sound combination. This will provide additional handwriting practice.		handwriting practice.		
2	Digraphs	Continue with Digraphs Introduce the sound "ng". Explain that this is a very common sound used in many English words. Some of the words that use "ng" are: long, ring, song … It's okay that the students don't know what these words mean, they should focus on making the right sound.	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix.	Continue with Digraphs Introduce the sound "wr". Explain that this is a very common sound used in many English words. Some of the words that use "wr" are: write, wrap, wrong … It's okay that the students don't know what these words mean, they should focus on making the right	Continue reading the fifth short story book using the lesson plan provided.	Learning Centers

		Ask the students to think of another word that have learned that rhymes with “ring”. Ask them to think about all of the words that they have learned, thinking through many different sounds. You can give a hints, such as: it’s a person, they live in a very large house (the answer is “king”)		sound.		
3	Digraphs	Continue with Digraphs Introduce the sound “ck”. Explain that this is a very common sound used in many English words. Some of the words that use “ck” are: lock, duck, dick… It’s okay that the students don’t know what these words mean; they should focus on	Continue to introduce oral language in class. Explain that the students have done very well learning many different sounds in English. Now they will begin to use English by responding to simple commands. Review the commands for: sit and stand. Add new	Continue with Digraphs Introduce the sound “ph”. Explain that this is a very common sound used in many English words. Some of the words that use “ph” are: phone, photo, nephew… It’s okay that the students don’t know what these words mean; they should focus on	Finish reading the fifth short story book using the lesson plan provided.	Learning Centers

		making the right sound. Have the students practice writing this new sound combination. This will provide additional handwriting practice.	commands: read and write. Demonstrate the actions for the students and make sure the whole class is following along when you ask them to speak or to listen. This is a fun way for the students to act out the activity and is easy for you to check on their progress.	making the right sound. Have the students practice writing this new sound combination. This will provide additional handwriting practice.		
4	Two-Letter Blends	Introduce Two-Letter Blends. Teach the students that in addition to many of the sounds they have learned, there are also sounds in English that use two letters where both letter sounds are combined. These should be slightly easier for the students to understand.	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each expression with each other and with you	Continue teaching Two-Letter Blends Make sure that the students understand that two-letter blends use the sounds of both letters blended together. This should be easier than the digraphs they have already learned. Introduce new two-letter blends as the students are ready.	Introduce the sixth short story book. Use the lesson plan provided to help teach this story.	Learning Centers

		Introduce more two-letter blends as the students are ready. Examples are: "bl": black, blend… "br": brown, brick… "cl": class, clap… "cr": crown, crash…	as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in class daily.	Examples are: "dr": drive, drink… "nd": and, send… "fl": flag, fly… "fr": frown, fresh…		
March						
1	Two-Letter Blends	Continue teaching Two-Letter Blends Make sure that the students understand that two-letter blends use the sounds of both letters blended together. This should be easier than the digraphs they have already learned. Introduce new two-letter blends as the students are ready.	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each expression with each other and with you as the teacher.	Continue teaching Two-Letter Blends Make sure that the students understand that two-letter blends use the sounds of both letters blended together. This should be easier than the digraphs they have already learned. Introduce new two-letter blends as the students are ready.	Continue reading the sixth short story book using the lesson plan provided.	Learning Centers

		Examples are: "gr": grass, green… "gl": glass, globe… "sl": slip, slate… "sm": small, smart…	Encourage the students to be comfortable using and speaking English. Try to use these expressions in class daily.	Examples are: "pl": please, play… "pr": pram, prune… "sn": snake, snow… "sp": spoon, spell… "st": start, step…		
2	"A" Vowel Combina-tions	Vowel Combinations Teach the students that the special letters you taught earlier in the year have more than one sound. Explain that the following vowel combinations both make the same Long A sound, but use a combination of two vowels to create the sound. "ay": day, play… "ai": rain, tail…	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each expression with each other and with you as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in	Vowel Combinations Like Monday's class, the vowels can be combined with other consonants as well as vowels to create unique sounds. These may be more difficult for the students. Introduce new combinations when the students are ready "aw": saw, claw… "all": ball, tall… "alk": walk, talk… "wa": want, wash… "wa": wax, swam…	Finish reading the sixth short story book using the lesson plan provided.	Learning Centers

			class daily.			
3	"E" Vowel Combina-tions	Vowel Combinations Teach the students that the special letters you taught earlier in the year have more than one sound. Explain that the following vowel combinations both make the same Long E sound, but use a combination of two vowels to create the sound. "ee": sleep, queen… "ea": eat, leaf… Explain that the following vowel combinations also make a short E sound and the long A sound. This will be difficult to teach the students, make sure to explain that English has many exceptions and over	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each expression with each other and with you as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in class daily.	Vowel Combinations Like Monday's class, the vowels can be combined with other consonants as well as vowels to create unique sounds. These may be more difficult for the students. Introduce new combinations when the students are ready "ew": few, new… "ey": key, money…(long E) "ei" or "ey": veil, they…(long A) "ey": eye… (long I)	Introduce the seventh short story book. Use the lesson plan provided to teach the story.	Learning Centers

		time they will be able to learn when each sound is used. "ea": head, bread…(short E) "ea": break, great…(long A)				
4	"I" Vowel Combina-tions	Vowel Combinations Teach the students that the special letters you taught earlier in the year have more than one sound. Explain that the following vowel combinations both make the same Long I sound, but use a combination of two vowels to create the sound. "ie": tie, lie… (long I) Explain that the following vowel	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each expression with each other and with you as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in	Vowel Combinations Like Monday's class, the vowels can be combined with other consonants as well as vowels to create unique sounds. These may be more difficult for the students. Introduce new combinations when the students are ready "igh": night, high… (long I) "ind": kind, mind…(long I)	Continue reading the seventh short story using the lesson plan provided.	Learning Centers

		combinations also make a long E sound. This will be difficult to teach the students, make sure to explain that English has many exceptions and over time they will be able to learn when each sound is used. "ie": field, piece…(long E)	class daily.			
April						
1	"O" Vowel Combina-tions	Vowel Combinations Teach the students that the special letters you taught earlier in the year have more than one sound. Explain that the following vowel combinations both make the same Long	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to	Vowel Combinations Like Monday's class, the vowels can be combined with other consonants as well as vowels to create unique sounds. These may be more difficult for the students. Introduce	Continue reading the seventh short story book using the lesson plan provided	Learning Centers

		O sound, but use a combination of two vowels to create the sound. "oe": toe, hoe… "oa": boat, oat…	practice each expression with each other and with you as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in class daily.	new combinations when the students are ready "oo": food, mood… "oo": look, book… "oy": boy, toy… "oll" or "ost": roll, post…(long O) "oll" or "ost": doll, lost (short O) "ou" or "ow": house, down… "ou": you, soup…		
2	"U" Vowel Combina-tions	Vowel Combinations Teach the students that the special letters you taught earlier in the year have more than one sound. Explain that the following vowel combinations both make the same Long U sound, but use a	Continue with Oral Language. You can choose your own English expressions to teach or use examples from the Oral Language Expressions Bank in the Appendix. Make sure that the students all get to practice each	Vowel Combinations Review all of the vowel combinations you have taught. It is important that the students begin to understand how the vowel combinations make new, unique sounds. It is not necessary that the students remember	Finish the seventh short story book using the lesson plan provided.	Learning Centers

		combination of two vowels to create the sound. "ue": blue, glue… "ui": fruit, juice…	expression with each other and with you as the teacher. Encourage the students to be comfortable using and speaking English. Try to use these expressions in class daily.	each sound and the words that use them. This will only be mastered over time with practice.		
3	Reading Practice	The focus this week will be on Reading. Review the high frequency words that the class has learned throughout the year. Explain that these words are very common and knowing them will help the student become a better reader. Choose a book that has big print, many pictures and some words that the students have learned (or heard over the year).	Explain to the students that you will read the same book you read them yesterday, but this time you will read it slowly, asking questions. At the end of the book, ask the children: "Who were the people? "Where did the story take place?" "What happened?" "When did that happen?" Ask the students to think more carefully about the story, remind them by	Continue with the discussion you had the previous day about the book. Ask the students to think about the story in relation to themselves. Ask questions like: "what would you do?" "What do you think happens next?" "Why did the story end like this?" "Did you like it?" "Why or why not?" This discussion should be in the students' native language. The point	Finish the discussion from the previous day, if not completed. Do one final reading of the story, this time having the students repeat some of the sentences after you. As they repeat after you, point to the each word on the page as they say it. Make sure the students are following, saying each word as you point to it. This will make the	Learning Centers

		Choose a book that is slightly challenging as you will spend several days covering the material Read the title of the book and ask the students what they think the story will be about based only on the title. Read the name of the author and explain that the author is the person who wrote the story. Read through the book non-stop, allowing the children to hear the story with no interruptions.	showing pictures, repeating some of the text, etc. Try to have the children answer in English, but it's okay if most of this is done in the students' native language.	is to get the children to think more in depth about the story they have studied.	students feel like they have just "read" their first book. Reward their efforts.	
	Writing Practice	The focus of this week will be on writing. Using the Alphabet Books, make cards	On the chalkboard, draw a large circle and tell the students that is a "Fruit Basket". They have the job of filling the	Similar to yesterday's class, on the chalkboard draw a circle and tell; the students that it is a "Zoo". They have	Using words from the Common words list and from the students' Alphabet Books, choose words to dictate to the	Learning Centers

		for each of the words: This is a an Remind the students that for words that end with one of the vowels (A, E, I, O, or U), an "es" is used to make the word plural. When making a sentence, you use the word "an" before words that have a vowel as the first letter. Model for the students examples using the cards you've made: "This is a ball." "This is an axe." Once they master this idea, as a class, create sentences together using the word cards and words from the Alphabet Books.	basket with as many pieces of fruit as they can. At first, try to see if they can name some of the fruit they learned in English. If they are having difficulty, let them use their Alphabet Books to find fruit and have them spell the words for the teacher. Once the words have been spelled out loud correctly, the teacher should write them on the board in the circle ("adding them" to the fruit basket).	the job of filling the Zoo with as many animals as they can. At first, try to see if they can name some of the animals they learned in English. If they are having difficulty, let them use their Alphabet Books to find animals and have them spell the words for the teacher. Once the words have been spelled out loud correctly, the teacher should write them on the board in the circle ("adding them" to the Zoo).	students and have them spell them back for you. Pick words that are short and can be sounded out easily. Words like: mop dog mug log ox fan jet jar bus cat box sun tap van web fox zip If the students are having difficulty, encourage them to "sound out" each word. Slowly say each sound, helping them to hear what letter might be making the sound they are hearing.	

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td>You can do this as a class or as an assessment tool. The first time, however, should be done as a class.</td><td></td></tr>
<tr><td colspan="7">May</td></tr>
<tr><td>1</td><td>Review</td><td colspan="5">Identify which set of lessons focused on reading and writing were the most difficult for the students to master. Focus on these elements in greater detail during this week for review.

This may mean that new books are read aloud to the students with questions to follow, or additional time spent reviewing the alphabet and creating new words.

It is up to the teacher to decide what is necessary for her students to focus on and depends on the experience of each class of students.

It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)</td></tr>
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		class of students. It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)
3	Review	Identify which set of lessons focused on reading and writing were the most difficult for the students to master. Focus on these elements in greater detail during this week for review. This may mean that new books are read aloud to the students with questions to follow, or additional time spent reviewing the alphabet and creating new words. It is up to the teacher to decide what is necessary for her students to focus on and depends on the experience of each class of students. It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)
4	Review	Identify which set of lessons focused on reading and writing were the most difficult for the students to master. Focus on these elements in greater detail during this week for review. This may mean that new books are read aloud to the students with questions to follow, or additional time spent reviewing the alphabet and creating new words. It is up to the teacher to decide what is necessary for her students to focus on and depends on the experience of each class of students. It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)

June		
1	Review	Identify which set of lessons focused on reading and writing were the most difficult for the students to master. Focus on these elements in greater detail during this week for review. This may mean that new books are read aloud to the students with questions to follow, or additional time spent reviewing the alphabet and creating new words. It is up to the teacher to decide what is necessary for her students to focus on and depends on the experience of each class of students. It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)
2	Review	Identify which set of lessons focused on reading and writing were the most difficult for the students to master. Focus on these elements in greater detail during this week for review. This may mean that new books are read aloud to the students with questions to follow, or additional time spent reviewing the alphabet and creating new words. It is up to the teacher to decide what is necessary for her students to focus on and depends on the experience of each class of students. It may be helpful at this time to break the students into groups and have different children focus on different lessons (reading, writing, alphabet, sounds, etc.)
3	*Vacation*	

4	*Vacation*

Appendix A: Oral Language Expressions Bank

- Hello
- Goodbye
- Good Morning
- Good Afternoon
- Good Evening
- Good Night

How are you?
I am ________.

Hello, What's your name?
My name is _______.
Nice to meet you.
Nice to meet you too.

How old are you?
I am (age) years old.

What do you like?
I like _______.

Do you like ___________ too?
Yes/No.

Thank you.
You're Welcome

What is this?
This is a ________.

Is this a __________?
Yes, it is.
No, it isn't.

What is that?
That is a ________.

Is that a _______?
Yes, it is.
No, it isn't.

What's the weather like?
It is _______ today.

Appendix B: English Vocabulary Groups

Actions: stand up, sit down, jump, stop, cheer, sleep, eat, run, walk, read, write, come, go, play, talk, be quiet

Colors: red, orange, yellow, green, blue, purple, pink, brown, black, white, grey, silver, gold

Family: mother, father, sister, brother, aunt, uncle, grandmother, grandfather, cousin, son, daughter

Fruit: apple, orange, banana, grapes, guava, lemon, mango, peach, pear, plum watermelon

Vegetables: cabbage, garlic, carrot, ginger, okra, onion, pea, potato, tomato, spinach, radish, pumpkin

Weather: Sunny, Cloudy, Windy, Rainy, Snowy, Hot, Cold, Humid

Body Parts: Head, Arm, Leg, Stomach, Hand, Foot, Knee, Elbow, Back, Face, Eyes, Nose, Mouth, Lips, Cheek, Forehead, Ears, Hair

Emotions: Good, Fine, Happy, Sad, Angry, Excited, Worried, Surprised

Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday